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### The Teacher to a Child.

Come walk with me, thou wonder-eyed  
And silent little creature,  
And we will wander side by side  
Through all the haunts of Nature.  
And thou shalt marvel, I will muse,  
At this and that and t'other,  
And like two children we will use  
The eyes of one another.

Why grass can grow and violets,  
Why dandelions be yellow,  
And why the early robin sing  
So rich a tune and mellow;  
And why the crystal water drops  
Upon the petals pendant,  
So low bend down the lily tops  
And make them so resplendent;

And why the red glow pokes his head  
About him so demurely;  
And if the beetle, seeming dead,  
Is, certainly and surely;  
Such questions, pertinent and nice,  
And suited to the season,  
We'll settle on our best advice—  
Adjusting them to reason.

What though philosophers and such  
Demur to our conclusions?  
We'll trust our own instinctive touch  
Nor care for their delusions.  
So thou shalt marvel, I will muse,  
At this and that and t'other,  
And like two children we will use  
The eyes of one another.

Christian Union.

**NAUTICAL SCHOOL.**—The average attendance of the year was 109; graduated, 58; the course of the school being two years. The average chest measure on admittance is 29.86 inches; height 5 feet 1.9 inches; weight 114.8 lbs. On graduation the average chest measure is 33.49 inches; height 5 feet 5.4 inches; weight 138.9-10 lbs. The total expenses of the year are \$26,947.96.

### Culture, or Cram?

Do you approve of giving children the rationale of all you teach them?

This question was lately asked by one who doubted the propriety of "explaining things" to children; in other words, of trying to make them understand whatever they are required to learn.

The question touched the very heart of the educational problem. The yes or no, more or less qualified, which any teacher would reply to it, would determine not only the general character of his teaching, but his whole theory of education—if he had thought enough of his work to have a theory for it. It would show, too, just what proportions of culture and cram go to make up the education his pupils receive.

Of course there is much in connection with every subject that is, as yet, unexplainable; much of which neither teacher nor pupil can understand the rationale. A stone unsupported falls. Any child will recognize the fact. He need not be very old before he can be taught the general conditions of falling. He may be taught that the cause of the falling is called gravitation. But what that cause is, and what its relations are to the other forces of the universe, remains an unsolved problem. No one can explain it. The question which we have taken as a text did not have reference to matters of this nature, but to such as fall within the scope of elementary teaching—the why and the wherefores of ordinary processes and phenomena. "Is it not often necessary," it was asked, "to require children to commit to memory statements and principles and rules, that they are at the time as incapable of comprehending, as they are the significance of the seventh commandment?"

Probably the majority of successful teachers—as success is commonly estimated—would answer the question with an affirmation. Knowing and understanding they consider wholly independent of each other, their business being entirely with knowledge. They are practical men and women. They believe in no Utopian schemes of education. They know what is required of them, and they do it. The problem set before them to solve is briefly: Given so many boys and girls, so much time, so many pages of this, that, and the other text-book to be transferred to the pupils' memories, so that they shall be able to "stand" the prescribed examination at the end of the term. They accept the conditions, do the work, are accounted faithful,—and their pupils are crammed. They may or may not be sure of the utility of the knowledge so imparted—if it is right to call that knowledge which is not comprehended—but they are sure that such and such results will be required of them, and that the required results can be most easily and surely attained by the method they adopt.

Even if a teacher abhors cram, he cannot always avoid it and do the work demanded of him. He is but a single wheel in a complicated machine set to grind out a definite gist, and so long as he holds his position he cannot act otherwise than as a part of the system. The blame for the bad results of much of our schooling belongs, therefore, not so much to the teacher as to the system which requires such results, and which the right-thinking teachers are individually unable to reform. The standards of the system are false. It confounds knowledge with the verbal representatives of knowledge. It assumes that a child knows a fact of a principle when he can repeat the words used to express it. It considers promptness and precision in parrot-recitation the measure of good teaching, and thus makes the acquisition of verbiage the grand object of primary instruction, and leaves out of sight the development of power and the acquisition of skill in the art of getting knowledge. It begins work in the wrong way, and by largely misdi-

recting the child's energies, it prevents his truest development and culture. And what is worse than all the rest, it teaches him to think that he knows when he does not know, and prepares him for a life-long delusion with regard to the scope and character of his knowledge. It trains him to rely on other people's assertions when he ought to use his own senses and judgment. It teaches him to regard authority as the ultimate test of truth; and cultivates in him habits of thought which will practically incapacitate him for an independent pursuit of knowledge by direct personal investigation.

We do not assert that the actual work of all schools, or of any school, is unmitigated cram, but that the popular system of instruction favors cram; and, as the system is more or less thoroughly carried out, discourages culture. The average examination-test may be summed up in the single question: How many pages of how many text-books have you committed to memory this term? A true culture-test would rather ask: How much mental growth have you attained, how much mental power have you acquired, how much skill have you gained in the art of learning? If this were the standard of good teaching, there would be little occasion to ask whether primary instruction should be memoriter or rational.

Whatever one's theory of mind may be, the fundamental principles of education remain the same: The beginnings of knowledge come from without; keenness and accuracy of sense-perception, on which keenness and accuracy of thought so much depend, are gained only by a discriminating use of the senses; rational power is developed by reasoning, and so on through the whole range of human capacities. In every case proper use develops and strengthens a faculty; misuse and disuse weaken and destroy it. And to one who believes that the development and training of the faculties of sense and intellect should be the chief aim of primary education, and not the mere storing of the memory with words, every attempt to teach children what they cannot understand will appear mis-timed, absurd, and mischievous, and every failure to make clear to them what they are required to learn and can understand, not less than a criminal neglect of duty. The habit of accepting without comprehending is perhaps the most vicious mental habit to which a pupil can be trained, and every system of education that favors it, in so far as it does positive harm.

If there were any lack of educational material adapted to the needs and capacities of childhood, the attempt to impose on them matter not so suited would be less reprehensible; but there is no such excuse. The means of true culture are practically unlimited, and always within reach. It is a shame that they are so commonly neglected. Go to any average school, and you will hear children reciting the names of the productions of Otaheite—mere words to them—while they have no true acquaintance with the productions of their own school district. They will tell you what the Geography says of the forests of South America and the minerals of Hindoo-Koosh, and be ignorant of the names and uses of trees of the nearest wood, or of the rocks they stub their toes on every day. They will tell you in so many words the difference between an absolute and a limited monarchy, and have no conception of the political organization of their native town. They will give you the rule for calculating foreign exchange, and not know how to find the contents of the wood-pile, or the area of their playground. In short, instead of pursuing a wisely directed exploration of the intelligible and near at hand, they are wasting their time in a fruitless study of verbal description of the distant and incomprehensible—at that stage of their education. Tangible results that are measurable by the page, not growth and culture, are the things aimed at; and will be, so long as the popular theory of education prevails and the place of honor is given to cram.—JAMES RICHARDSON, in *Christian Union*.



## Primary Course.

## SPELLING.

With most teachers and scholars spelling is considered a very dry-as-dust task; and not without reason. Taking an ordinary spelling book and an ordinary child, and setting the one to learn a long column of the other, or perhaps a page, which column or page is to be repeated with the book closed, seems hardly so delightful an entertainment as a magic lantern would be. "But children are not taught because things are delightful but because they must learn," says some teacher. Very true. And that is the point that should be most prominent in every teacher's mind. *Children must learn.* Spelling, among other things. Now it is a rule in mechanics that there is the greatest amount of work accomplished where there is the least amount of friction. And if, in teaching, where this rule obtains with as much force as in the domain, of the physical world, the teacher can educate and the scholar acquire with pleasureable ease, that which has hitherto been a grievous task, then, as in the domain of the physical world, more and better work has been done, with greater ease and in less time.

That disgusted and discouraged weariness, which it is the lot of so many teachers to feel, and the sullen indifference and carelessness which so many average scholars exhibit; all can be avoided and replaced by the feeling on the teacher's part, that to educate, even in the plainest branches is a delightful, pleasure-giving occupation; while the scholar, with the mind awakened to the fact that there are many things yet to be learned, desirable to be learned and the learning of which is to be courted—eagerly sets about learning.

So much has been said, as preliminary to the hints on teaching spelling, because of the proneness of almost every teacher to look upon these elementary studies, and more particularly spelling as in the manner necessary to acquire, because one must begin somewhere, and therefore one might as well begin at the beginning. But that the how, the why, and many other considerations of great importance in the study of Geography or Chemistry, can be in no manner necessary in this case. Since all you have to do is to learn it, you know.

The beginning of Spelling is at first the beginning of Reading. So that the remarks applied to the first steps of Primary Reading apply as well to the first steps in Primary Spelling. Later on, however, Spelling stands out by itself, a distinct exercise, which may be varied as follows:

The teacher might ask the class to think of words beginning with any given letter. As the children think of a word, and spell, the teacher may write on the black board, until the children can think of no more. If the list is too short, the teacher may suggest one. As for instance:—The initial letter is B. The children cease to give words after some fifteen are thought of. The teacher will then ask what we say of people who cannot see? Children will readily give "Blind." And so on. If a word is misspelled, the teacher might write it, and then invite criticisms on all the words on the board, leaving the finding of the fault to the children. So too, when they are well in the lesson, let the teacher write the word grossly misspelled. How happy that child is who discovers the failure! No more words should be put on the board than can be well remembered. When the lesson is on the board, the children should copy on their slates. Here too, all that was said relating to the neatness etc., of work on slates, in Reading, applies. Any work slovenly done, is an injury rather than a benefit to a scholar. The lesson may then be read from the slates. Words may be given that have a certain terminal letter. Others with a certain central letter. But care should be taken in the beginning not to allow too many words to be given. Afterwards, when the class gets the swing of the lesson, more may be allowed, because there will be more time, as the children will give the words with greater ease and rapidity, spell more correctly, and write and read from the slates more quickly.

Then again the teacher may take the crayon and draw, and ask the children to tell her what she did? children say "draw." The teacher then asks the children to spell the word. Teacher then writes. So she may either perform an action or allow a child to perform the action. Thus she may have such a list:—talk, draw, write, speak, spell, think, etc. If the class cannot read writing she should print the words. For a review, the children may take turns in writing, each one word on the board.

Another excellent Spelling lesson can be made of the objects in the room. Or, of the names of different animals. Or, of fruits. Or, of flowers. In these lessons, when the time admits, a few words of conversation should be thrown. A judicious teacher will know where, when, and how much, so as to add to the interest of the lesson.

When the time comes for the child to learn's spelling

from a book, the teacher should *always* talk with the class about the lesson, as a preliminary exercise. She may also give each child a word to take home and think about, and find all that there may be found out about it. Let this information be communicated to the school or class, which ever may be thought best, the next day.

And so one may go on to infinity. For the greater amount of variety you put in the lesson the more variety suggests itself to you. And well conducted variety is life. And life is the needed element in any lesson. While without it the most fascinating subjects become dry.

## On Reading.

The superintendent of a thriving northern town in Ohio, with its schools ranking among the best in the state, gave this instance as one of the forms in which he had encountered the evil. In the middle of the school year the graduating class came into his charge for instruction in a certain branch. He put into their hands what he considered a good book. It was not, however, on the orthodox text-book plan, with crystallized statements and formulas. It was simple: one of that class of books so scarce in our schools, and on publishers lists; a book in which mere verbal memory is quite inadequate to prepare the pupil for recitation. It was designed to be read and summarized, not to be pored over sentence by sentence. After some weeks, no headway seemed to have been made. It became a matter of inquiry upon the part of the teacher to ascertain what was wrong. The difficulty could not be in the text-book, nor in the application of the class, as was clear from their character and previous standing. At least he became convinced that "his class did not know how to read." They could memorize and recite, as they had done all their lives; but they could not grasp thoughts and digest them. They lacked the powers of seeing connections and logical sequences; of perceiving what is implied as well as what is stated. He went to work with the definite purpose of teaching his class how to read, and during the term made that as much an object of drill as the subject-matter of the book.

The same was the experience of an enterprising teacher of history, who had attempted to discard the rote method of recitation, and to secure from his pupils responses based upon good, careful reading, and not upon poring over the lesson again and again.

Another teacher spends more time in teaching a class in history how to read than in laboring to fix acts; in seeing that they fully comprehend the text or else realize distinctly that they do not comprehend it; in training them to discover the connections which in thought we always supply between sentences in connected discourse, but which are seldom expressed: in fact, in developing the power to perceive thoughts, as in object lessons we attempt to develop the perceptive faculty in reference to things of sense.

Still another is disgusted in classes that ought to have some maturity, by the want of reflection and of the full comprehension of ordinary English. And yet the exigencies of examinations, per cents and comparisons oblige this teacher not to follow the course approved by conscience, and which would increase the capacity of the class for future discipline a hundred fold, but to see that the language is learned, without reference to fulness or quickness of comprehension, and that the bold facts are retained.

Such are some of the developments, and to which others might be added. I believe it is a fact, that in the whole course of our instruction, from the lowest grade to the highest, no failure so complete and so serious, is made as in teaching the essential and genuine art of reading.

With an entirely mistaken conception of the real object to be aimed at in teaching reading, it is the universal practice to have lessons read, and re-read, and made the subject of continued drill, which practice is largely responsible for the condition of things here referred to. Let any adult person be obliged to read or repeat the same piece often. Do not all thought and interest vanish? Does it not become, if not a repulsive, at least a mechanical, exercise? The mind wanders, while the mere physical part is being performed. A person who has had much copying of documents to do, realizes how automatically we may act, how much and how well we can do mechanically, seemingly in the entire absence of attention. It is just this physical, thoughtless, automatic kind of reading which we cultivate by our present methods. A clerk will copy a whole deed without knowing a thing that he has written, save the form. His first performance of the kind was done with attention; but the longer he continues in the business the more automatically he seems to act in this regular work. So, the first time a child reads a lesson, it reads it attentively and intelligently, if it ever reads in that manner. At each repetition it gives less and less attention. Its voice begins to repeat words without any responsive activity of the mind, the same as the clerk's pen transcribes them. Thus it comes by allowing or requiring pupils to read when

the mind is not engaged, that inattention to the thought becomes a habit; that the mind fails to receive the full impression from each word, and we produce pupils who can read only "words, words, words."

Upon this ground, it is an evil practice to require a class to read in any form a lesson more than once, except at long intervals. If the piece is not fully comprehended, let the teacher make it clear as the lesson proceeds, and let the pupil "feel" the sensation produced when the light of full comprehension strikes his mind.

Nor can there be any defense now-a-days for allowing a class to pore dully over a lesson a second and third time. The means of preventing it are various, all of which are in use in different schools of the State. Here are some of them:

1. Some schools adopt two or three sets of readers, and when a class has completed one book it immediately enters the corresponding book of another series. This plan, I judge, cannot be excelled, when the clamor against expense does not defeat it.

2. When a teacher comes across a piece, usually a story, which suits his purpose, it is taken to the editor of the county paper, who is generally quite willing to publish it. Then copies enough are secured to supply the class. Many a "Children's Column" is thus maintained by the enterprising teachers in country and town, and their pupils easily with new matter, and of just the right kind, because selected by a teacher's judgment.

3. There are little periodicals published for this express purpose. Some boards make appropriations to purchase as many numbers as are needed. Sometimes teachers do it from their own pockets, and sometimes it is done by co-operation of teacher and pupils. Something of the kind ought to be regularly adopted, and pupils required to purchase at stated intervals.

4. Back numbers of almost any issue of the juvenile periodicals may be had at a price much less than that of the current number. Even if the expense fall entirely upon the teacher, I venture that he will say, after a fair trial, that "it pays." With proper care a teacher can preserve a set so as to supply many successive classes. The teachers of a graded school, or a township, can buy a set in partnership, each taking them in turn, and thus reduce the expense and secure all the good. Articles will be found in almost any issue of these periodicals adapted to the other grades.—E. O. VAIL in *National Teacher*.

## THE RECITATION.

Study and recitation constitute the two chief employments of School. The first is the process of working up material for exhibition; the second is the exhibition itself, and the preparation, in part, for the future. In logical order, we invite attention to

## THE OBJECTS.

1. To ascertain extent of preparation on the part of the pupil.
2. To encourage the weak. This is important to prevent apostasy—'backsliding.'
3. To give preliminary drill on subsequent lesson, showing what is to be done and how it is to be done. This object needs special attention.
4. To hear reports on subjects assigned at previous recitation.
5. To cultivate power of expression.
6. To fix knowledge by rehearsal.

## THE METHODS

May be classified under two general heads: 1. Those which refer to the order of procedure, and—2. Those which refer to the manner of calling upon pupils. Under the first head we have the memoriter, or rote method, and the topic, or subject method. The latter is preferred by all rational educators. Under the second head we have the consecutive and the promiscuous method. The former establishes a head to the class and proceeds regularly to the foot. It is liable to many objections, and should be abandoned for the promiscuous method, which says, in effect, to every pupil, 'Be always ready.' Combine the promiscuous method with the topic, and you have the ideal way of conducting a recitation.

## THE HELPS

To a recitation may be briefly mentioned: 1. Recitation seats 2. An abundance of blackboard. 3. Apparatus. 4. Reference books. 5. Call bell. 6. A live, intelligent teacher.

## THE PRINCIPLES INVOLVED.

1. The pupil should rise when called upon to recite.
2. Answers should be given in distinct propositions.
3. No pupil should speak till recognized by the teacher—the Chairman of the meeting.
4. 'One thing at a time, and that well,' should ever be kept in mind.



5. System, neatness and accuracy should characterize all work.
6. Criticism, given in the spirit of kindness, should be indulged at every recitation.
7. Never recite while there is confusion in the house.
8. Aim to reach general principles.
9. Remember that in primary work the 'how' always precedes the 'why'.
10. Master subjects rather than pages.
11. Make connection of the text-book with nature—rather teach nature itself.
12. Don't talk too much. Cultivate language in the pupils.
13. Apportion on every controverted subject a committee to report at the next recitation.
14. Remember that mind training is more important than mere knowledge.
15. Cultivate honesty in every recitation. Never 'show off' pet classes or pet pupils.
16. Remember that true education is the forming for life of correct habits of thinking, feeling and doing.—(J. F. RICHARD.

### Spelling.

In nearly all schools the teachers of which have never been trained for this work, and who have been forced to depend solely upon their own observations and contracted experience for a correct knowledge of the principles of teaching, the pupils are required to master their spelling by conning over the words of the text, and reciting solely by oral lessons. This method of conning over spelling lessons and exclusive oral recitation is absurd. By this method pupils are expected to cram the memory, with nothing whatever to aid them in retaining it for a single moment. They go through with a recitation which is nothing but guess work and confusion to the memory. It reminds one of the story of the servant who was sent to the store to buy soap, glue and starch. She coned it over well before leaving home and on the way, but upon being asked what she wished, got it all wrong, and called for tar, pitch and rosin. The trained and methodical teacher will require his pupils to write carefully the words of the text a given number of times after he has pronounced them, thus impressing upon their minds the letters which compose the word. He will require written recitations, thereby avoiding the ruinous guessing so common in oral recitations. Oral spelling need not be entirely neglected, but should be confined principally to reviews.

### Lesson on Objects.

#### GLASS.

Glass has been selected as the first substance to be presented to the children, because the qualities which characterize it are quite obvious to the senses. The pupils should be arranged before a black-board or slate, upon which the result of their observations should be written. The utility of having the lessons presented to the eyes of the children, with the power of thus recalling attention to what has occurred, will very soon be appreciated by the instructor.

The glass should be passed around the party, to be examined by each individual.

- Teacher. What is this which I hold in my hand?  
 Children. A piece of glass.  
 Teacher. Can you spell the word glass?  
 (The teacher then writes the word "glass" upon the slate, which is thus presented to the whole class as the subject of the lesson.) You have all examined this glass: what do you observe? What can you say it is?  
 Children. It is bright.  
 Teacher. (The teacher having written the word "qualities," writes under it—It is bright.) Take it in your hand and feel it.  
 Children. It is cold. (Written on the board under the former quality.)  
 Teacher. Feel it again and compare it with the piece of sponge that is tied to your slate, and then tell me what you perceive in the glass.  
 Children. It is smooth—it is hard.  
 Teacher. What other glass is there in the room?  
 Children. The windows.  
 Teacher. Look out at the window and tell me what you see.  
 Children. We see the garden.  
 Teacher. (Close the shutters.) Look out again, and tell me now what you observe.  
 Children. We cannot see anything.  
 Teacher. Why cannot you see anything?  
 Children. We cannot see through the shutters.  
 Teacher. What difference do you observe between the shutters and the glass?  
 Children. We cannot see through the shutters, but we

can through the glass.

Teacher. Can you tell me any word that will express this quality which you observe in the glass?  
 Children. No.

Teacher. I will tell you, then; pay attention, that you may recollect it. It is transparent. What shall you now understand when I tell you that a substance is transparent?  
 Children. That you can see through it.

Teacher. You are right. Try and recollect something that is transparent.  
 Children. Water.

Teacher. If I were to let this glass fall, or you were to throw a ball at the window, what would be the consequence?  
 Children. The glass would be broken. It is brittle.

Teacher. If I used the shutter in the same manner, what would be the consequence?  
 Children. It would not break.

Teacher. If I gave it a sharp blow with a very hard substance, what would happen?  
 Children. It would then break.

Teacher. Would you, therefore, call the wood brittle?  
 Children. No.

Teacher. What substances, then, do you call brittle?  
 Children. Those which are easily broken.

These are probably as many qualities as would occur to children at their first attempt: they should be arranged on the slate, and thus form an exercise in spelling. They should then be effaced: and if the pupils are able to write, they may endeavor to remember the lesson, and put it down on their slates.

#### RUBBER.

This substance has been chosen that the class may observe the qualities,—opaque, elastic, inflammable. The first would be made clear to them by contrasting the Indian Rubber with the Glass of the preceding lesson; the second by stretching it, and allowing it to resume its former shape; the third, by setting it on fire.

Qualities. It is opaque, elastic, inflammable, black, tough, smooth. Uses.—To rub out pencil marks; to make balls.

### Folding.

Johnny comes running home from the Kindergarten, his face bright and happy, and hands filled with colored papers, shouting "Mamma, Papa, see what I made! a table and a boat, and—see here—here's a basket, 'nd she's goin' to show us how to make a sled, 'nd she says my folding's good, 'cause I don't muse my papers all up. Oh, I tell you, it's jolly fun!" And his handiwork is eagerly laid out for admiration.

Mamma calls it "very nice," but glances doubtfully at Papa, who surveys them over his paper with a decided curvature of the lip. "That's a sample, is it, of what they teach at these new-fangled schools—and I'm paying out money to have my boy learn such baby-trash as that. Why he's most five years old, ain't he? I know my letters when I was three. Why don't you keep him at home and get him a primer?"

"I haven't time to teach him, the baby's so troublesome; and he's so much happier and better natured, since we sent him to the kindergarten. It isn't much matter if he doesn't learn anything yet, he learns so quickly." "He is of course happy, if he can play all the time; but that won't teach him to read and write."

This is a specimen of the opinions and criticisms which kindergarteners must meet. If Johnny remains in the kindergarten, it is under protest from Papa, and only that Mamma may be relieved of him for a time. Neither believes the child is learning anything, for there's no mental progress, but through the one avenue of the primer.

This reading and writing, Johnny's ignorance of which so distresses Papa, what is it but the signs for things and thoughts? Logically, we must first know things, then thoughts, and lastly their records. The law of human progress is from physical activity to mental power; from a Hercules to a Shakespeare; and it is as true for each unit of humanity. In obedience to this law the child seeks for and enjoys only that which is a true measure of his capacity; a six months old baby cares nothing for kite-flying or a doll-house, though it grasps at the light, and crows at the kitten. It ignores the existence of joys beyond its powers of comprehension. Your child of five years is still interested only in objects—the concrete. He wants to see and hear, to examine and do with his hands. Do not make him fold his arms to keep those prying fingers still, and stupefy him with such an opiate as the alphabet; but possess your soul and primer in patience for a time. Feed his senses, let him take in living facts and await the result. And that result will be, that when he has learned to perceive, compare, and construct, he will want to learn written words, for they tell him what others have seen, thought, and done.

For this preliminary training of the senses your child needs an alphabet of things, and this he has in the blocks, sticks, clay, paper strips and squares, etc., of the kindergarten. Let us talk about one of the letters of the alphabet—this "folding," which seems to you so trifling. Ask Johnny to show you how to make a sail-boat—he will be delighted to teach Papa. See how carefully he folds corner, to corner edge to edge. How deft those little fingers are learning to be. Not seldom do we see grown-up hands that do not so readily obey the owner's will. The lawyer's clerk must serve his novice in that august and mysterious profession by learning to fold papers; and the freshness of a store clerk is detected by his unskilled efforts to do up packages. The accuracy necessary in folding, forms habits of exactness; and it is not too much to say, that truth in this simple doing, helps toward true thinking—true feeling.

You see—if your percepts have been cultivated—that Johnny's paper has angles, parallel lines: that the square is divided into triangles, again into oblongs; further folding produces a hexagon, etc. Johnny cannot tell you in mathematical language that he bisects a line or an angle, constructs a diagonal or a hexagon, but the facts are his by the doing of them.—When he comes to study geometry, he will build on the rock of practical objective knowledge; not on the usual sandy foundation which results too often in not-one-stone upon another, before his blue ribbon has faded.

After some further training of eye and hand Johnny will fold rosettes, or "forms of beauty" which, though representing they do not image anything in the life about him, he will enjoy nevertheless, as they arouse his inborn sense of symmetry—rhythm of form. Your child is a bundle of may-be's. Teach him to see and love the beautiful, and you lessen the chance of growth of coarse sordid possibilities.

The poets, artists, inventors of to-morrow, are children now; your child may be a genius in embryo. Folding, as well as all the other kindergarten occupations, develops the creative power. He is not allowed to be merely an imitator—he is encouraged to embody his own fancies, and his individuality is kept distinct and bright.

May this little talk open Papa's eyes to see that there is more in Johnny's birds, sleds and pigs, than was dreamt of in his philosophy; and that many a truth for the good of a life is Johnny folding in, as he plays with his papers.—MISS BEEBE IN *The New Education*.

### The Teachers of Mankind.

1. There is nothing which the adversaries of improvement are more wont to make themselves merry with than what is termed the "march of intellect;" and here I will confess, that I think, as far as the phrase goes, they are right. It is a very absurd, because a very incorrect, expression. It is little calculated to describe the "operation in question." It does not picture an image at all resembling the proceedings of the true friends of mankind. It much more resembles the progress of the enemy of all improvement.

2. The conqueror moves in a march. He stalks onward with the "pride, pomp, and circumstances of war."—banners flying, shouts rending the air, guns thundering, and martial music pealing, to drown the shrieks of the wounded and the lamentations for the slain.

3. Not thus the school-master, in his peaceful vocation. He meditate and prepares in secret the plans which are to bless mankind; he slowly gathers round him those who are to further their execution; he quietly, though firmly, advances in his humble path, laboring steadily, but calmly, till he has opened to the light all the recesses of ignorance, and torn up by the roots all the weeds of vice.

4. His is a progress not to be compared with anything like a march; but it leads to a far more brilliant triumph, and to laurels more imperishable, than the destroyer of his species, the scourge of the world, ever won. Such men—men deserving the glorious title of Teachers of Mankind—I have found laboring conscientiously, though perhaps obscurely, in their blessed vocation wherever I have gone.

5. I have found them, and shared their fellowship, among the ambitious, the ardent, the indomitable, active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded, but enslaved Italians; and in our own country, God be thanked, their number everywhere abounds, and is every day increasing.

6. Their calling is high and holy; their fame is the property of nations; their renown will fill the earth in after ages, in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course, awaits in patience the fulfillment of the promises, and, resting from his labors, bequeaths his memory to the generation whom his works have blessed, and sleeps under the humble but not inglorious epitaph, commemorating "one in whom mankind lost a friend, and no man got rid of an enemy."—HENRY BROUGHAM.



## Diamonds

Diamantina, once the diamond head of the world, writes Alfred B. Smith, from Brazil, is to-day "like one who treads alone some banquet hall deserted." Men who a few years ago had their hundreds of thousands of milrees, to-day are forced to beg for the bread and farina they eat. This was caused by the fall in the price of diamonds, of which they had many on hand. In the European market diamonds are scarce and cheap. A diamond which would have sold for two contos—one thousand dollars—six years ago, to-day goes begging for two hundred dollars. I purchased a diamond to-day for fifty milrees—or about twenty-five dollars in United States money—already cut, which would bring, perhaps, one hundred and fifty dollars in the United States. It does not pay to work in the lavries, or washings, unless a man has much capital, machinery and slaves to do the work. All the superficial diamonds have been taken out, and the earth for hundreds of miles is turned upside down for diamonds and gold. What is necessary now is machinery to go into the bowels of the earth to turn the current of vast rivers in order to reach the rich *cascalho*, many yards deep, and to blast mighty rocks. A man working with a pick and crowbar does not gain his mosh, which here is far cheaper than salt. It is true they take out now and then a diamond, and also a little gold, but it is precarious labor. There are six *fabricas de lapidacao*, or diamond-cutting establishments in this city, where the *bruto*, or rough diamonds, are cut and prepared for market. Diamond-cutting is one of the simplest and easiest things in the world. The machinery for cutting is simply a flat, revolving surface, or lathe, turning as a potter's lathe, only the wheel is of the best tempered steel. First, two diamonds are placed in the end of a stick shaped like that used by jewelers to clean finger-rings, and secured there by a wax which hardens with heat, and are then rubbed, one against the other, to remove the hard outer coat, and also to give it the desired form. This rubbing forms a dust, without which diamonds could not be cut. After the above operation is finished the diamond is placed in a mold, shaped like the half of an egg-shell, in which there is a composition of solder and lead in a state of fusion. The diamond is buried in this composition, except the part to be polished. This composition when cool becomes very hard. The diamond is now ready for polishing and reducing to a salable state. It is placed in what is called a *lavelette*, which allows the exposed surface to rest on the above-mentioned revolving surface or wheel, on which is rubbed with a feather from time to time, a composition of the diamond—just I spoke of and sweet oil. This causes the lustre of the diamond, and perfects the shape. After leaving this wheel it passes to an emery, where it receives the finishing-touches. A diamond is heated to white heat a great many times in the process of cutting, which does not affect it in the least. A lapidary can cut or polish three or four stones at the same time. The work in itself is nothing, and an ordinary-minded youth with any taste can learn the business in six or ten months. Diamond-cutting certainly does not add much to the actual cost of a diamond. An average diamond will cost from six to ten dollars for the cutting. I saw a diamond the other day, in the *fabrica* of a friend, for which a man asked three contos, or fifteen hundred dollars. This was before it was cut. I saw it again to-day, after it was cut, and three hundred dollars will buy it because of the color. Many diamonds show defect after cutting which before cannot be seen.

Diamentina is one of the oldest towns in Brazil, and was originally called Tipica. It is a very pretty city, or rather was in its palmy days. On all sides are to be seen painful vestiges of a once great wealth. Houses which cost twenty thousand dollars a few years ago can be bought to-day for one-fourth that amount. But who cares to buy property in a town which offers no advantages whatever, which is hundreds of

miles from civilization, and is to be reached only by mules, through a country where roads are unknown, rivers are to be forded, and hill after hill, and mountain after mountain are succeeded by still larger ones. Diamantina is from twenty days to a month from Juiz de Fora, the nearest present railroad point. It costs about thirty dollars for every mule-load of stuff which comes from there, making things very dear. A loaf of wheat-bread weighing four ounces costs twelve cents. You may be sure that very little is eaten. The food of this country is corn-meal, black beans, farina of mandrake, a root shaped like a parsnip, which, poison in its natural state, makes a very good substitute for bread after it is washed, dried and ground into a coarse sort of meal. Eaten with beans—which to this country are what potatoes are to Ireland—it makes a very passable food, which I have grown to like very much. Diamantina is delightfully situated, surrounded by mountains on three sides, ranged like grim sentinels, with their gray peaks reaching toward the skies. From the fourth side, to which my window faces, I can see for eighty miles, where the peak of Itajuba stands head and shoulders above the rest. This city has about ten thousand inhabitants, and houses for half as many more, the owners of which have departed to seek their fortunes in other parts.

THE SEA-HORSE.—Two natives of Fate, one of the southern New Hebrides, on the occasion of their baptism gave up to the teacher, who was named Tomo, their gods. These gods, to whom daily worship has long been offered, were simply *dried sea-horses*. Who has not admired the graceful movements of the hippocampus in the public aquariums? When alive it can neither benefit nor harm any one, much less when dead. But so strong is the instinct of worship in the human heart, that it will seek out some object, however absurd, on which to trust. A man will not worship his neighbor's god, as it is supposed that that divinity will have enough to do to take care of *him*. He wants a god all to himself. This is "their foolish heart darkened."

## Battles of the Revolution

Below we give a list of all the important battles of the Revolution. They began April 19, 1775. [They closed October 19, 1781—six years and six months. The British sent 134,000 soldiers and sailors to this war. The colonists met them with 230,000 Continentals and 50,000 militia. The British let loose Indians and equally savage Hessians. The colonists had for allies the brave and courteous Frenchmen. The leading battles of the war—those particularly worthy of celebration—are Concord and Lexington, Bunker's Hill, Long Island, White Plains, Trenton, Princeton, Bennington, Saratoga, Monmouth, King's Mountain, Cowpens, Eutaw Springs, Yorktown.—These are of national interest. Many of the others are more especially local. The disposition is to celebrate them all—victories or defeats—to recall the deeds of our ancestors and to have a good time generally. The following is the list of the revolutionary battles:

Lexington (first skirmish), April 19, 1775; Ticonderoga, May 10, 1775; Bunker's Hill, June 17, 1775; Montreal (Ethian Allen taken), September 25, 1775; St. John's besieged and captured, November 8, 1775; Great Bridge, Va., December 9, 1775; Quebec (Montgomery killed), December 31, 1775; Moore's Creek Bridge, February 27, 1776; Boston (British fled), March 17, 1776; Fort Sullivan, Charleston, June 28, 1776; Long Island, August 27, 1776; Harlem Plains, September, 16, 1776; White Plains, October 28, 1776; Fort Washington, November 16, 1776; Trenton, December 26, 1776; Princeton, January, 3, 1776; Hubbardton, July 7, 1777; Bennington, August 16, 1777; Brandywine, September 11, 1777; first battle at Bemis' Heights, Saratoga, September 19, 1777; Paola, September 20, 1777; Germantown, October 4, 1777; Forts Clinton and Montgomery taken, October 6, 1777; Second Battle at Bemis' Heights, Saratoga, October 7, 1777; of Burgoyne, October 13, 1777.

Fort Mercer, October 22, 1777; Fort Mifflin, November 16, 1777; Monmouth, June 28, 1778; Wyoming, July 4, 1778; Quaker Hill, R. I., August, 29, 1778; Savannah, December 9, 1778; Kettle Creek, Georgia, February, 14, 1779; Brier Creek, March 3, 1779; Stone Ferry, June 20, 1779; Stony Point, July 16, 1779; Paulus Hook, August 19, 1779; Chemung (Indians), August 29, 1779; Savannah, October 9, 1779; Charleston (surrender to the British), May 12, 1780; Springfield, June 23, 1780; Rocky Mount, July 30, 1780; Hanging Rock, August 6, 1780; Sander's Creek, near Camden, August, 16, 1780; King's Mountain, October 7, 1780; Fish Dam Ford, Broad River, November 18, 1780; Blackstocks, November 20, 1780; Cowpens, January 17, 1781; Guilford, March 15, 1781; Hookirk's Hill, April 25, 1781; Ninety Six (besieged), May and June, 1781; Augusta (besieged), May and June, 1781; Jamestown, July 9, 1781; Eutaw Springs, September 8, 1781; Yorktown (Corwallis surrendered), October 19, 1781.

### A Substitute for Coal.

The proposition to supersede coal by the use of carbonic gas extracted from chalk has been subjected to a practical test, and with very satisfactory results. Extracted and applied to anthracite, it produces a strong flame and heat, and at so slow a rate of combustion that a good fire was maintained for twenty-nine hours in a furnace which heats a church, with only fifty-six pounds of anthracite, and an equal quantity of chalk mixed with it during that time. Through the aid of this remarkable property of chalk the lignite known as shale may be used for the production of an illuminating gas to an extent which will appear incredible. Even the coarsest clay of this singular formation is full of gas, and the experiments made in England, though imperfect, show that one ton of this substance, together with a due proportion of chalk, will yield as large an amount of gas as eight tons of ordinary coal. From these tests the inventor argues that London will be warmed and lighted at half the present cost; that smoke, dust, and other nuisances might be lighted with gas, and the kitchen fire, with some slight alteration in the grate might supply the house with light. Finally, lignite and anthracite beds would become valuable property, and chalk would be exported as coal is now.

### The Locomotive vs. Superstition.

When the Nicholas Railway was built, in 1848, from St. Petersburg to Moscow, the work was done under contracts with American engineers and the cars and engines were supplied from Baltimore by the famous establishment of the Winans Brothers. The Russian priests oppose every modern innovation and, of course, they were "down" on the railway. When the road was opened they determined to stop it, and so they went in force to a point on the road and set up a holy picture to stop the new work of the devil. The train came slowly along and the engineer, seeing the picture standing on the track, thought there must be a man behind it, and so came to a halt. The assembled multitude raised a shout and the priests called out that the saint was all-powerful and would prevail against wickedness. The officer in charge of the train came out and took a survey of the situation. Then he told the engineer to run back a quarter of a mile and bring the train to a halt. The shouting was redoubled and the priests were in the most rapturous delight. But their exultation was soon changed to grief as the master of ceremonies told the engineer, "Put on all steam and go ahead without regard to consequences." The engine went ahead, and down fell the holy picture, torn and crushed by the wheels of an American locomotive. Modern civilization was triumphant and the priests and their superstitious followers no longer shouted in triumph.

Victor Hugo, the great author, when about to make his journey in Germany which inspired his book, "The Rhine," called at the office for his passport, when the following

conversation took place with the clerk: "Your name, if you please?" "Victor Hugo." "Age?" "Thirty-three." "Profession?" The poet lifted proudly his Olympian front, and replied with majesty: "Founder of my school." "Very well. Write (turning to a clerk)—write out a passport for M. Victor Hugo, age, thirty-three; school-teacher."

### Figures for Fancy.

There is iron enough in the blood of 42 men to make a plow-share weighing 24 pounds.

Wild ducks are estimated to fly 90 miles an hour; swallows fly rather faster; and the swift flies about 200 miles an hour.

The cow eats 276 plants, and rejects 218; the goat, 449, and 126; the sheep, 387, and 341; the horse, 262, and 212; the hog, 72, and 171.

In man the temperature of the blood is 98 degrees; in sheep 102; in ducks 107; in ague it falls from 98 to 94; in fever it rises to 102 or 105.

The beats in an hour of a common seconds clock are 3,600, and 17,280 a common watch; seconds watches beat 18,000 times an hour, or five per second.

When man and woman have attained their complete development, they weigh almost exactly 20 times as much as at their birth, while their stature is about three and one-fourth times greater.

- But two millions of species of land and water-animals and plants are believed to exist. There are at least 100,000 species of plants, and 400,000 of insects only. The species in the seas are believed to be still more numerous. The number of polypi exceeds that of other insects, and the infusorise are not numbered, nor are the parasitic tribes. The species of the whole may even be five millions. If an old species became extinct, and a new one were evolved once a week, the whole would last 100,000 years.

About the age of 36 the lean man usually becomes fatter, and the fat man leaner. Between the years of 43 and 50, his appetite fails, his complexion fades, and his tongue is apt to be furred upon the least exertion of body or mind. At this period his muscles become flabby, his joints weak, his spirits droop, and his sleep is imperfect and unrefreshing. After suffering under these complaints a year, or perhaps two, he starts afresh with renewed vigor, and goes on to 61 or 62, when a similar change takes place, but with aggravated symptoms. When these periods have been successively passed, the gravity of incumbent years is more strongly marked, and he begins to boast of his age.

## Curiosities of Life.

Lay your finger on your pulse, and know that at every stroke some immortal passes to his Maker; some fellow-being crosses the river of death; and if we think of it, we may well wonder that it should be so long before our turn comes.

Only one person in ten thousand lives to be a hundred years old, and but one in a hundred reaches sixty.

The married live longer than the single.  
There is one soldier to every eight persons,  
and out of every thousand born only ninety-  
five weddings takes place.

If you take a thousand persons who have reached seventy years, there are of clergymen, orators, and public speakers, forty-three; farmers, forty; workmen, thirty-three; soldiers, thirty-two; lawyers, twenty-nine; professors, twenty-seven; doctors, twenty-four.

The woman who has no sense and who lives only for herself: who has no sense of love, and who compass its desire by sacrifice, its exultation, its abnegation; and who has no sense of duty—not one of these is woman pure—the woman by whom man are and the world kept pure.



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No. 17 Warren Street, New York.

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NEW YORK, FEB. 10, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

GOVERNOR ROBINSON thinks that eleven dollars a year is too much to pay for the education of a child in the Empire State. It must be done cheaper. We have had governors heretofore who made earnest recommendation in their messages that the common-schools should be fostered, that better buildings should be built, and better teachers employed. Not so with Governor Robinson.

THE normal school has done more than any one instrumentality in making the common Schools of New York serviceable to the people. There is no such thing as a school without a TEACHER; the TEACHER is the life and soul of the school; the school is good in just the proportion that the TEACHER is good.—Hence, every effort to benefit the school must resolve itself into an effort to qualify the teachers.

BUT some would tell us that not all the graduates of a normal school become teachers, that some enter other professions, that the young ladies get married. The last fact is probably well grounded. They all sign a contract to teach—but marriage is a good cause enough to set aside the contract. As to the charge that the graduates do not become teachers, figures show a different result. A personal knowledge of this matter in respect to the Albany Normal School compels the statement that its graduates have become earnest and successful teachers—some remaining such for many years, all well repaying the State for its gratuitous instruction. No money the state has paid out has made so handsome a return as that expended on that school: as to the other schools the same facts are undoubtedly true of them; in the case of this one, however, personal testimony is offered.

GRAVE matters are before the Congress now in session. It had been the plan of friends of education to ask the attention of our representatives to common-school interests. It is believed that all parties will agree in having a recognition of them planted in the Constitution. The general government has as yet done nothing but appoint a commission to perform clerical duties. But the funds set apart for education, should be sacredly guarded for the benefit of the children not only, but generously increased. Every state should be required to see that the children within its borders have the privileges of a common school education. These things for the present must be laid

aside for a more opportune time. But they will by and by compel recognition.

THE report of the Superintendent of Truancy for this city will be read with a good deal of interest.—The idea of compelling parents to send their children to school is a novel one, and repugnant to the American mind. Parents have supposed the personal freedom enjoyed in this country to be limitless; and that they could give an education to their children or not as suited their purses or their tastes. The law has always said the parent must properly clothe and feed his child, and of late years public opinion has demanded of him that he shall 'bring up' his children properly; if not the authorities will take them out of his control. The next step has been to require a certain amount of instruction to be given each year between the ages of eight and fourteen. As to the wisdom of this requirement nearly all are agreed, but as to the precise mode by which this information shall be forced on the child there are varying opinions. The work done by the superintendent during the past year has been a most valuable one. There is a large number of boys who will be in ten or twenty years from now the 'dangerous class'—thieves, pickpockets, burglars and murderers. This class should be raided on at once; put them into the schools if possible; if not, into reformatories. See that they have the elements of useful knowledge: add to this a trade if possible, and start them well in life.

## JERSEY CITY.

The graduating exercises of the class of '77 of the Jersey City High School took place at the Tabernacle on Thursday evening, Jan. 25. The exercises were essays composed by graduates, and recitations. The diplomas were then presented by the President of the Board of Education, Mr. John W. Pangborn, after which there were seven medals presented by Hon. Charles Siedler, Hon. Leon Abbott, John A. McGrath, Jas. R. Mercer, H. M. Sanborn, Wm. L. Dickinson and Chas. C. Jewell. The school was organized in '72. In the year ending '73, seventy scholars entered. In the year '74, 162 scholars; in '75, 350; in '76, 470. The average attendance for the four years is 94 per cent.

ALPHA.

## NEW YORK CITY.

## The Board of Education.

The Commissioners met Feb. 7th.

Present. Messrs. BEARDSLEE, BAKER, COHEN, DOWD, GOULDING, HALSTED, HAZELTINE, KELLY, KANE, PLACE, VANDERPOEL, WILKINS, WHEELER, WATSON, WEST WETMORE, WALKER, and WOOD.

## COMMUNICATIONS.

From the Trustees of First Ward for an appropriation; from the 7th for the same; from the 10th for a new platform, also for the payment of bills in the Clerk's office, also for appropriation for steam heating apparatus; from 11th for permission to purchase a site for P. S. No. 89; from the 12th asking for an appropriation of \$1,275, also for an additional teacher in G. S. 43; also to advertise for proposals to enlarge G. S. 89; from the 13th for authority to purchase lots; from the 15th as to repairs; from the 17th for an appropriation of \$1100 to pay bills, also relative to gas appropriation, also for an iron stairway in P. S. No. 23; from the 18th asking that a rule be adopted requiring teachers to give two week's notice of their intention to resign; from the 20th for an inspection of ceilings of school buildings; from the 22nd nominating Mr. Thos. G. Williamson for V. P. of M. D. of G. S. No. 69; from the 23d for an additional teacher in P. D. G. S. No. 61, also for enlargement of G. S. No. 63, also for payment of teachers, also to advertise for proposals for steam-heating apparatus.

The Annual Report of City Superintendent was presented and 3,000 copies ordered to be printed.

The Annual Report of the Superintendent of Truancy was presented.

The City Superintendent presented a communication in regard to Grammar School No. 12.

Mr. Hazeltine objected to this going on the minutes.

On the question of its reference to a committee:—

Mr. Walker said that one of the communications should properly go to the office of the Sup't so as to be put into good English; if found it would be curiosity; still it could be a interpreted. The other was evidently a personal matter, a complaint against the conduct of a trustee. The statute provides that a charge against a school officer can be sustain-

ed by the Board of Education. But it must be made by a taxpayer at least—is now the complaint of a teacher. If it is an ordinary matter it should go to the Teacher's Committee. If it needs a special committee we can appoint one.

Mr. Goulding said the complaint against the principal of the F. D. should go to the Board of Trustees, otherwise all who had ill will against another teacher would send their complaints here, and moved that a part go to the Committee on By-Laws, the other to the Committee on Teachers.

Mr. Hazeltine said that it was one matter and could not be well divided. This principal had suffered so long that she felt she must appeal to the Board of Education.

Mr. Walker said that several matters were before us, (1) communication of the City Sup't, (2) one from the Trustees; (3) From the principals P. D. complaining against the Trustees (4) From the same body complaining against Principal F. D.

He felt it was certain the whole matter should go before the Teacher's committee.

The Board refused to divide the matter and it was referred to By-Law Committee.

## REPORTS.

The committee on Salaries and Economy sent in a report; they had considered the reduction from the estimate of \$435,362; they had taken measures to ascertain whether the \$30,752 taken from salaries could be restored; and presented the report of a sub-committee thereon—Messrs. Wood, Vanderpoel, Dowd, Beardslee, Walker and Hazeltine; this sub-committee say that the present Board of Apt. cannot alter the proceedings of the former Board; and the present Board were not prepared to say whether they would or would not supply a deficiency under the appropriation for salaries, should there be any at the last of the year; they give the answer of the Corporation Counsel to the questions proposed to him. (See report of last meeting.) He says the sums appropriated by the Board of E. and A. can be used for the specific purposes only for which they were appropriated; that the Board of Education could not use the money appropriated for one purpose for another; that power only resides in the Board of E. and A., and only then for "Departments of the City Government," and not in relation to the Board of Education, which is not a department; that any balance unexpended in 1876 cannot be transferred to its credit for 1877.

Mr. Walker said it was a very important matter. All other Departments had elasticity; they could transfer the amounts appropriated from one fund to another, while we had certain sums given us for certain things, and we must expend them for these purposes and for no other.

Mr. Watson said it would be best that the Committee should draw an act and submit it to the Board for its consideration, and sent up a resolution to that effect.

Mr. Wheeler thought any radical change should be made only upon careful consideration.

Mr. Hazeltine explained that the position was simply this; that the Board of Education should have the same privileges as the other departments, and expend the money according to its judgment.

Mr. Kane moved to amend so that the act proposed should be considered at a special session. Adopted.

The committee recommend that application be made to the Legislature so that the Board of Education shall be entitled to the same privileges as the departments of the city government.

The Committee on By-Laws to whom the communication of Miss Franklin, Principal of P. D. G. S. No. 12, reporting violations of the By-Laws, recommend the same to be referred to the Committee on Teachers. Also to pay Mr. Edward Miller \$55.88, deducted from June pay roll.

The Normal College Committee reported in favor of accepting gift of fossil rocks from H. C. Beckwith. Adopted.

The Supply Committee reported that Ivison, Blakeman and Taylor will supply Swinton's 'Elementary Geography' for 67 cents, the complete do. for \$1.06, and the contract was amended at that figure.

The Colored School Committee recommended to appoint Miss Annie L. Dias as assistant in P. D. Col. School No. 2. Adopted.

The Committee on Teachers recommended to refer the complaint of J. Klein, against Principal of P. D. G. S. No. 23 to Trustee of 6th Ward. Also to appoint Miss Helen E. Boyce Principal P. S. No. 38; also to appoint Miss Mary Morris Principal P. S. No. 44. Also to accept the resignation of Mr. B. W. Maples, P. M. D. G. S. No. 19. Adopted.

Also to appoint Miss Charlotte H. Stearns V. P. P. D. G. S. No. 62.

Mr. Dowd said that he intended to place himself on the President's platform—not to have any more Vice Principals.

Mr. Baker moved that the motion lie over.

Mr. Halsted said the department over which this teacher was to preside was in another building and hence the position was one of responsibility and it was proper she should have the rank of Vice Principal. Laid over.

The Finance Committee reported appropriation of \$28,535, for supplies, etc. Also of \$1275 for fitting up P. S. No. 38; also to pay bill of W. C. Whitney of \$115. Also of \$263 for extra work in P. D. 37. Adopted.

Mr. Wheeler moved to reconsider the disposition of the recommendation of the Committee on Salaries and Economy to apply to the Legislature. This was voted.

He said that an immediate application must evidently be made for an amendment to the laws, so that money may be transferred from one fund of the Board to another. He then submitted a resolution, that the Committee on By-Laws submit a bill to the Legislature to amend the Laws so that the funds may be transferred as is done by the other departments. Adopted.

The Committee on Evening Schools recommended to pay Messrs J. O'Connell, J. T. Cary, E. D. Shiner, J. R. Pettigrew, P. H. Grunenthal, J. Walsh, M. J. A. O'Donnell, and



W. L. Gaddis, for ten nights service in registering pupils. Also to omit closing exercises of Evening High School. Adopted.

RESOLUTIONS.

Mr. West introduced a resolution protesting against the bill proposed by James W. Gerard in the State Senate, for a Sanitary Inspector of the Public Schools. Adopted.

Mr. Baker, that a By-Law be framed so that the Boards of Trustees organize on the 2nd Monday in January.

Also to amend By-Laws so that no more Vice Principals shall be appointed.

Also that the services of all special teachers (with the exception of Drawing) be dispensed with on and after Sept. 1.

MISCELLANEOUS COMMUNICATIONS.

The City Supt. sent in a communication asking the attention of the Board to want of harmony existing between the principals of the female and primary departments of G. S. No. 12. To teachers.

The Comptroller sent in a communication asking attention to provisions of the charter as to limiting expense to appropriation.

The assistant teachers of G. S. No. 29, Misses Wright, Neligan and Foley, appeal from the action of First ward trustees in reducing salaries.

From J. D. Emack, relative to slates for schools.

From Superintendent of Nautical School transmitting annual report.

The Inspectors of the Fifth district, Messrs. Agnew, Kimball and Abbe, sent their annual report; they recommend for the primary schools a half hour's intermission at noon, and dismissal at 2 o'clock; that the class books should be uniform; they deprecate the multiplicity of School books; regret the action of the Board of App. and Estimate in cutting down the amount asked for the schools; they deem the ventilation is better than exists at the homes of the children; think no physician is needed to visit the schools; recommend that the buildings be made perfectly safe against fire.

REPORT OF THE SUPERINTENDENT OF TRUANCY.

To the Board of Education:

GENTLEMEN—I have the honor to submit the following report for the year 1876 of the operations of this department under the act 'to secure the children the benefits of an elementary education,' commonly known as the Compulsory Education act.

There have been 14,719 cases investigated by the Agents of Truancy during this period, of which number 3,966 have been found to be truants and 401 non-attendants. The beneficial effects of checking truancy in its incipency, is shown by the fact that only 593 of this number of truants have been reported more than once, as appears by the following schedule.

When it is found impossible to induce children to attend school, it is the invariable practice to urge the parents to place them in some reformatory, rather than to have them brought before the courts and have them committed. This meets the requirements of the law, and at the same time leaves to the parents the selection of the reformatory to which their truant children are to be sent, to receive the benefits of an elementary education. By reference to the following schedule it will be found that 131 have been thus committed, and but 122 brought before the courts.

The following table is a summary of the work done by the Agents of Truancy during the year—

Total number of cases investigated,	14,719
The number not classed as truants is,	10,099
They were kept at home for various causes.	
The number of truants returned to school is,	3,966
" " " street loafers placed in "	401
" " " children put in reformatory institutions,	253

The total number therefore put in schools is 4,620.

Thus, of the 3,966 truants returned to school 1,282 were taken from the streets by the agents.

It often happens that after a warrant is issued, but before the child is arrested, news of the issue is obtained by the child or its parents, and the child makes haste to get into school before the warrant is served. In such cases, if the child shows a disposition to attend school with regularity, the complaint is, upon the order of the Superintendent, withdrawn, and the warrant cancelled.

The mode of procedure when an Agent of Truancy desires to have an arrest made is as follows:

First. A written application is made by the agent to the Superintendent of Truancy, in which is set forth a statement of the character, school attendance and general history of the child. If, after a personal examination of the agent by the Superintendent, the facts in the case indicate such a violation of the law as would seem to call for the use of force, the application receives the written approval of the superintendent. Second. The application is then laid for approval before the President of the Board of Education. Third. The necessary approval having been obtained, the agent makes a formal complaint before a police justice, upon

which a warrant is issued, placed for execution in the hands of a police officer attached to this department, and the party named therein arrested. A hearing before the court is then had, the evidence of those interested is taken, and the case disposed of according to the judgment of the justice.

During the year amendments have been made to the statute relating to compulsory education, and also to the provisions, arrangements, rules and regulations made in conformity thereto. The effect of these changes has been to widen the scope of the law, by conferring upon the Board of Education the power of appointing officers to perform those duties which, under the original law, devolved upon the trustees of the wards. The enforcement of fines and the examination into the situation of all children between the ages of eight and fourteen years, employed in stores, factories and other establishments, now rests upon the officers connected with this department.

The first section of the law obliges all persons having the control of children to place under instruction all between the ages of eight and fourteen years, unless physically or mentally disqualified. For the non-fulfillment of this duty a fine is imposed.

The moral duty that has always rested upon parents to educate their children, and thus to fit them for reputable occupations suitable to their station in life, is by this act made a legal duty, and when we consider the consequences that must naturally follow from a neglect of this moral duty we cannot doubt the wisdom of this legal requirement.

Experience leads me to the conclusion that idleness and truancy do not lie wholly at the door of the children, but rather do they in a majority of cases result from the carelessness or intemperance of the parents, and they should be the ones that suffer punishment. In order to reach such cases and make them send their children to school, it has been found necessary in other countries, as in the various States of Germany and in some parts of Great Britain, not only to impose the fine on the delinquent parents, but when not paid to commit the parent to jail for a short time, say one day for each dollar of fine imposed.

If the law should be amended so as, in all cases where a fine is imposed, to authorize the magistrate to commit the offender to jail until the fine is paid, but not exceeding as many days as there are dollars in the fine, it would add largely to the beneficial effects of the law, and enable the agents to reach and cure what is now the worst class of cases.

The second and third sections of the law relate to the employment of children under fourteen years of age, and to the inspection of stores, factories and other establishments where such children are employed.

There is a large class, who through carelessness, indifference or ignorance with regard to the moral duties they owe to their children, ignore entirely their claim to the rights and benefits of an education, and place them at a very tender age in stores or factories, where they are forced to work year after year from morning until night. In order to protect these children from this tyranny and cupidity and secure them 'the benefits of an elementary education' such as will enable them to become useful citizens, is one of the chief objects of the law. These cases can only be reached by a vigorous enforcement of the law, and as the Board has, under the act as amended the power to appoint the necessary officers for the performance of this duty, I trust steps will be taken to add sufficiently to the force now employed to enable it to carry out this humane and just provision of the law.

In regard to the dismissal of children from school, the trustees of some of the wards have made certain rules which appear to me inconsistent with this act.

These rules provide that if the absence of any children continue for five consecutive days, their places shall be filled and they dismissed from school; these regulations interfere with the execution of this act.

After diligent search absentees are found and returned to school, admission is denied them, because their places having been filled under this rule, and in those wards where the Schools are overcrowded it is impossible to find a place for them; thus they are forced back into the streets and into their old associations.

The increased attendance upon the public schools during the past year is undoubtedly in some measure attributable to the enforcement of the Compulsory law, but to what extent it is impossible to say, there being no statistics showing how many have been induced to enter school through its moral force.

That the law meets with popular favor is conclusively shown by the fact that there has been little or no opposition to its enforcement; its justice and necessity being acknowledged by all.

It has undoubtedly done much good and brought into school many who otherwise would have been left to a life of idleness. Our work has been mainly accomplished by persuasion and argument, striving to make the law a moral force, rather than an engine of terror, and only when these

measures have failed to accomplish reformation has its legal power been invoked to punish the delinquent.

Respectfully submitted.

ALEX. M. STANTON, Supt. of Truancy.

EVENING SCHOOL No. 44.

Perhaps the beneficial work of the evening schools may be studied to quite as good an advantage here as elsewhere.

There are three classes in foreign languages,—Spanish, French and German. The one under Mr. Nehrbas in Spanish was composed of Cubans mainly, some of them thirty years of age; they are evidently men of character; their bearing was exceptionally fine. All of these foreigners are learning to read English. Their painful efforts to pronounce some of our words awaken the sympathy of the on-looker.

We found a class in the main-room under the direction of Mr. James Moore making good progress in penmanship. The first class under the charge of Mr. S. McNary was busy reviewing percentage, etc. Mr. Drummond had the lowest class, Miss Barnes the next (and it certainly manifested affection as well as esteem for the young lady), Miss Ransom comes next and Mr. Gleason has a fine adult class. A finer class of young men are rarely seen.

It is worth while to note the life of these pupils. They work, most of them, from seven in the morning to six in the evening—some still later. They are in shops, as office boys, as telegraph messengers, mechanics, as waiters, etc. Over with work, they hurry home and fix up for evening school. They come with clean hands and faces. All these absolutely earn their own living—some of them doing much more—helping to support parents and relatives; hence, they seek the evening school to obtain instruction that will benefit them.

Mr. Samuel Morehouse, the principal has been in this school nineteen years. He knows the field thoroughly. He enters into hearty sympathy with each of these boys. He encourages the attendance of a pupil if it be but an hour an evening. When the school opened in October, he insisted that each one who wanted to attend should have a reference—a parent or employer to vouch for him. This was a good step and taught many a boy that he must have a good character, and recognize the authority of others.

The order and interest are excellent, and the school passed a good inspection at the hands of Supts. McMullen and Jasper, Jan. 20.

CITY NOTES.

SOUND IDEAS.

In distinction with the utterances of the *Sun*, published last week, read the following from the *Tribune*—a paper whose voice has no uncertain sound when heard on educational matters; that makes no news for popular effect, but one that perceives that this is the question of questions.

TEACHERS' SALARIES.

"The application of the School Commissioners for a transfer of unexpended balances to the appropriation for the current year, so that the salaries of the teachers in the public schools may remain at the present modest figure, will meet with general sympathy. Whether the transfer can be legally made is a somewhat doubtful question, upon which a professional opinion is awaited. But that the pay of the teachers ought not to be cut down, we think all reasonable tax-payers will admit. The estimates of the Board of Education was reduced by the Board of Apportionment this year by the amount of \$335,353, and \$80,000 of this sum was taken from the item of teachers' salaries. Now the average salary of the 3,500 teachers employed in the public schools is only \$848, and the highest salary which the most accomplished and thoroughly qualified principal can reach after years of labor is only \$3,000. At present there are 49 male principals who receive the maximum amount; as vacancies occur the number is to be reduced to 11; that is to say, a teacher has about one chance in 300 of ever earning \$3,000 a year, and to get that he must serve on an average about twenty years.

The standard argument of the advocates of a further reduction is that the market price of teachers has fallen. But teachers are not to be rated like potatoes, neither are their services to be valued by the same rule as those of laborers and unskilled mechanics. Undoubtedly there are thousands of hungry men in this city who would be glad to keep school for us at almost any price, and would not prove entirely incompetent for the duty either. But if we value the efficiency of the public schools we must pay a salary that will attract a more than common talent to their service, and induce the best men to devote their lives to them. The same qualities which make a successful teacher would win success in other and more lucrative pursuits. Cutting down the pay will surely result in driving out the class of men whom we ought especially to wish to keep, and converting the schools into temporary refuges for the unemployed. It is poor economy which hires only the cheapest hands for work that requires trained ability and long experience."



## BOOK NOTICES.

**ADDISON AND GOLDSMITH.** A pamphlet selection of Hudson's Text Book of Prose and Poetry.—Boston, Ginn & Heath.

This little manual comprises the more notable portions of the writing of two eminent authors, with whom if possible our classes in Literature should become acquainted.

**PRINCIPIA LATINA.** Part II. A first Latin Reading Book, by William Smith, L.L.D., and Henry Drisler, L.L.D., New York, Harper Brothers.

This the second of a short series, designed for Latin students. It contains selections that fit it as a reading book. Besides the subjects of Mythology, Geography, Roman History, and Antiquities are introduced. The Notes are designed to elucidate the obscure constructions of the language and is a Dictionary of the words used. It will prove an aid to the student in the Latin language.

**A MANUAL OF INSTRUCTION IN LATIN.** By J. H. Allen and J. B. Greenough. Boston, Ginn & Heath. Price \$1.50.

This volume is designed to provide a full year's course in Latin, which can be pursued without any other grammatical help than is found within its pages. It begins with thirty lessons on the declensions and conjugations. These are followed by Parallel lessons in translating English into Latin, and Latin into English. This by observation on Reading Latin. And lastly Reading Lessons, and a vocabulary. We have ever welcomed the works of Prof. Allen, as we consider no man now living has done more to practically encourage the study of Latin than he. His method has been a simple one. More pupils have been turned aside from classical study by the appearance of the book than from any other cause. The ordinary grammar is bristling with notes, observations, and exceptions that frighten the young pupil. Hence the judicious teacher will welcome this volume.

**PLANE TRIGONOMETRY.** By H. N. Wheeler. Boston, Ginn Bros.

This little volume of 100 pages contains complete explanation of this branch of mathematics. It is very well put together and will be valuable to teachers and students.

**GRAMMAIRE FRANCAISE MODERNE.** Par Victor Alvergnot. Clark & Maynard, New York.

All the French Grammars used in this country are either imported or are reprints of works written and published in France. This work is by a French Scholar, who has had a long and successful experience in teaching his native language in this country, and has been especially prepared for the American student.

**COLTON'S NEW INTRODUCTORY GEOGRAPHY.** Sheldon & Co. 90 cts.

This geography for beginners is arranged in preliminary development lessons and in recitation lessons, and is well ordered as an Introduction to Colton's Common School Geography. The maps, made upon the most improved plan, are beautifully illustrated, and the whole arrangement seems admirably adapted for the most thorough instruction in this essential branch of education.

School books may contain a large amount of information and instruction, and yet not be well adapted to their desired end. But this series of Geographies seems to be so ordered as to lead the pupil by easy steps to the mastery of the subject, under circumstances calculated to interest the young pupil. Simplicity, brevity and definiteness characterize Colton's Geography.

Let us call attention to an expression which is too common with scholars and editors, and which, though not strictly ungrammatical, is yet absurd in statement. On the page next the title page, which contains a brief announcement of the general plan the author says: "These books—best adapted to the wants of the school room of any yet published. Are not these books classed among the 'any' and hence are they not best adapted, of themselves? Properly speaking, should not the author say, best of all, or better than any other?"

The *Churchman* claims that its circulation is the "largest of any church paper." Reductio ad absurdum—this being any paper, it is the largest of itself. Correctly stated, it would be the largest of all church papers, or larger than any other church paper.

We rejoice to see Messrs. Sheldon & Co. engaged in the good work of publishing school books, and feel confident that the imprint of this company upon any school book will be a guarantee that it is adapted to its end.

"Pocket Manual of Rules of order for deliberative Assemblies." By Major Henry M. Robert, Chicago, S. C. Griggs & Co.

This is the tenth revised edition of a valuable little treatise. It surpasses anything yet published on this subject in compactness, conciseness and simplicity. Its tables and incidental matter will assist to render it useful. It assumes that the rules of Congress (House) must become the standard for all deliberative assemblies. It should be in the hands of every young man who wants to master the subject of parliamentary law quickly and easily.

## ILLINOIS.

## A PAPER ON THE CENTENNIAL EXHIBIT OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.

WAS READ BEFORE THE ASSOCIATION, BY S. H. WHITE.

He said:—"The character of the exhibit can be inferred from an enumeration of the articles which is comprised.

The kindergarten was represented by one case of work from the school of Mrs. Marsh in Bloomington, and one volume from Miss Fell of Normal.

The ungraded district schools of McLean county sent three volumes of manuscript work, Peoria county three volumes and one volume of special work, Ogle county three volumes, Adams county two volumes, Knox county one volume and one portfolio of maps, drawings, etc.; and one volume was sent from each of the following counties, viz., DeKalb, Henderson, Warren, and St. Clair.

The graded schools of thirty-five towns and cities sent one hundred and forty-two volumes of manuscripts and forty-four volumes of drawings.

Sixteen other towns and cities sent fifty volumes embracing in the same books the work of both their graded and high schools.

Twenty-four high schools sent fifty volumes of manuscripts, besides portfolios of drawings, maps, etc. Two seminaries sent one volume each.

Four normal schools sent twenty-seven volumes of manuscripts, drawings, and other work. The Aurora Training School sent one volume of normal work.

Five colleges sent one volume each.

The Industrial University was represented in all its departments by so great a number and variety of manuscripts, students' work, models, and illustrative apparatus, designs by students, collections illustrating the natural history and agricultural products of the state and country, and other material, that the length of this paper forbids an enumeration of them in detail.

He suggests that the teachers of the state secure the establishment of an educational department in their county or district fairs. In this may be exhibited articles of school furniture, apparatus, plans and models of school-houses, school-books, specimens of work done in the schools of the region, and any other things possessing an educational interest. An exhibit of simply the things necessary in every common school would be very suggestive. If steps be taken in season, plans can be matured by which specimens of penmanship, drawing, spelling, and other written work from different schools, can be presented in such form as to be attractive to the public. Prizes might be awarded to the school showing the best results reached in accordance with specific regulations. In this way a greater popular interest in education can be excited, a stimulus to do better work in the schools given, and the ingenuity of teachers exercised to devise improved methods of teaching.

That this association encourage teachers and others to present for general inspection at its annual meetings any apparatus or other aids to instruction, whether of their own invention or otherwise. The display now made by the publishing houses is of this nature, and possesses great interest. The enlargement of this feature of our gatherings would bring a corresponding increase of profit.

Also the associated body present to the schools of the state a scheme for their encouragement in pursuing specified studies, the work done by each to be presented for examination at its annual meeting. Certain conditions could be made according to which the schools should present their work, and committees could be appointed to pass upon its merits and give their decision. This undertaking would involve much labor, but the good to be accomplished would warrant the effort. It is possible that the association could award prizes or give some mark of distinction to the schools showing the greatest excellence.

A committee consisting of Messrs S. H. White, Boltwood, Burrill, and Ross, and Miss Mary A. West, for this purpose reported the following scheme, regarding it as merely suggestive.

Ungraded country schools, taught by a single teacher, to be examined in penmanship, spelling, letter-writing, and arithmetic to percentage.

The Primary departments of graded schools, in spelling, penmanship, letter-writing, arithmetic to multiplication of fractions, and drawing.

The letters written in both graded and ungraded schools to occupy ten to fifteen lines of letter paper exclusive of

date, address, and subscription, and to be written after a synopsis prepared by the committee.

The Grammar departments of graded schools, in language as used in an exercise in geography—the same exercise to be judged also in respect to penmanship and general appearance of the paper,—arithmetic to involution, spelling, and drawing.

In Primary departments, the drawings to be made after copies and from natural objects; in Grammar departments, from models and natural objects, and map-drawing from memory.

High schools, in English literature, plane geometry, zoology of vertebrates, and Latin

## Interest for the Exact Number of Days.

[From Quackenbush' Higher Arithmetic, published by D. Appleton & Co.]

The law and usage as to computing interest for intervals less than a year differ in different places.

According to the methods thus far presented, such intervals have been found in months and days, by subtracting the earlier date from the later; and interest has been obtained for the months as 12ths of a year, and for the days as 30ths of a month. This method, though it treats the calendar months as all of equal length, allowing as much interest for February with its 28 days as for March with its 31, is authorized by law in the State of New York, and is in general use throughout the country.

It is becoming more and more the practice with business men, however, to disregard months, and to compute for the actual number of days, as found by footing them up for the several months in the interval.

The exact interest would be obtained by taking as many 365ths of one year's interest as there are days; but it is more convenient, and is customary with merchants and brokers, and with banks in charging interest, to take 360ths, instead of 365ths, thus making the interest  $\frac{1}{73}$  greater than it should be.

The exact interest of \$500, for 47 days at 7 per cent. is \$4.51.

The interest of \$500, for 47 days regarded as 360ths of a year, is \$4.57.

## Elementary Sounds.

[From Hareey's Fifth Reader, published by Wilson, Hinkle & Co.]

The Elementary Sounds of the English Language are divided into *Vocals*, *Subvocals*, and *Aspirates*.

Vocals consist of pure tone. A *diphthong* is a union of two vocals, commencing with one and ending with the other. Vocals are the most prominent elements of all words. Let the teacher take care that the pupil, in articulating them, observes the following directions:

Let the mouth be open, and the teeth, tongue, and palate in their proper position. Pronounce one of the words in the CHART of Vocal Sounds in a forcible, affirmative tone, several times in succession. Drop the subvocal or aspirate sounds which precede or follow the vocal, and repeat the vocals alone.

The class may, at first, repeat the words and sounds in concert. Each pupil should then be required to articulate them separately.

## RENEW YOUR SUBSCRIPTIONS.

There are many special reasons why the SCHOOL JOURNAL will be found invaluable to the teacher, especially on account of its practical character. Every teacher wants something that will help in the work of the school-room, and here is the very paper for them. Stories can be found elsewhere, but the need that thousands of teachers feel for hints on disciplining, school management, practical teaching, etc., can only be adequately supplied by the SCHOOL JOURNAL.

## New York School Journal.

PUBLISHER'S DEPARTMENT.

Joel McComber, inventor and manufacturer of McComber's patent boots and shoes and patent last. Descriptive pamphlet will be sent free on application at his store, Union square corner Broadway, entrance on 16th street, No. 27.

Visit the Elastic Truss Co., 683 B'way, which comfortably cures rupture, and you can at any time hear victims of metal trusses relate their experience in emphatic terms.

A GIFT.—J. L. Patten & Co., 163 William street, New York, will send every reader of the the SCHOOL JOURNAL, who will send them their address and 2 cent stamp for postage, a sample package of Transfer Pictures, with book of instructions. These pictures are highly colored, beautiful, and are easily transferred to any object so as to imitate the most beautiful painting.



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"Able, Prudent, and Honorable!"

Read the following Official Certificates:  
INSURANCE DEPARTMENT,  
ALBANY, January 23d, 1877.

To the Editors of the EVENING JOURNAL:  
Having caused a personal examination to be made of the condition and affairs of the Washington Life Insurance Company of New York, as of the 31st day of December, 1876, by Hon. John A. McCall, Jr., Deputy Superintendent, duly appointed by me for that purpose, and deeming it for the public interest that the result of his investigation should be published, I herewith enclose his report for publication.

Very respectfully yours,  
W. SMYTH, Acting Superintendent.

ALBANY, January 23d, 1877.  
Hon. Wm. SMYTH, Acting Supt. New York Insurance Department.

I respectfully report that in accordance with the provisions contained in your appointment No. 302, dated Dec. 26th, 1876, and with the assistance of Messrs. Ballard, Willis and W. H. Smyth, I have completed an examination of the Washington Life Insurance Co. of New York City.

The very satisfactory condition of the company as exhibited below is attributable to the management of its affairs by able, prudent and honorable men. It gives me pleasure to state that in a minute and exacting investigation I find nothing to condemn, but, on the contrary, much to commend.

Complete schedules of mortgages, deferred premiums, and real estate investments as of Dec. 31st, 1876, being the date of examination, have been placed on file in the department.

The following are the assets and liabilities:

ASSETS.	
Real estate	\$ 159,284 80
Bonds and mortgages	2,334,252 79
Cash in bank and office	116,654 18
Accrued interest on investments	53,071 26
Loans on policies within their value	19,169 40
Net uncollected and deferred premiums	187,426 98
Total	
U. S. 5's, registered	\$110,000 00
N. Y. State 7's, reg'd	100,000 00
N. Y. City 7's, reg'd	990,000 00
N. Y. City 5's, reg'd	122,200 00
Brooklyn 7's, reg'd	260,000 00
Brooklyn 5's, reg'd	100,000 00
Kingston City coupons	11,000 00
Total	
\$2,088,200 32	\$2,350,100 00
Agents' balances	43,592 92
Total assets	
\$2,131,792 92	\$2,393,692 92
Deduct items not admitted:	
Mortgages taken for debt	\$10,838 81
Value of real estate over department appraisal	37,184 88
Agents' balances	43,592 92
Total admitted assets	
\$2,080,276 31	\$2,311,612 31

LIABILITIES.	
Net value of outstanding policies	\$1,337,644 00
Unpaid losses and endowments not due	43,806 82
Professions paid in advance	2,268 51
Unpaid dividends to stockholders	346 50
Salaries, rent, etc.	2,000 00
Total liabilities as to policyholders	
\$1,385,065 83	\$1,385,065 83
Surplus as regards policyholders	796,546 48
Aggregate	\$5,123,978 83
Capital Stock	\$125,000 00
Respectfully submitted,	

JOHN A. MCCALL, Jr., Deputy Supt.

CYRUS CURTISS, President.

W. A. BREWER, Jr., Vice President.

CYRUS MUNN, Assistant Secretary.

W. HAXTON, Secretary.

E. S. FRENCH, Supt. of Agents.

B. W. MCCREARY, M.D., Med. Examiner.

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The Trustees have ordered a dividend at the rate of five per cent. per annum, out of the earnings of the last six months, to be credited to the accounts of all depositors entitled thereto, subject to draft on and after the 20th of February. If not called for, the same will be entitled to interest from the 1st of February. Money deposited on or before the 10th of February will draw interest from the 1st of said month.

A. C. COLLIER, Secretary. WM. MILES, Pres.  
E. G. MATHEW, Assistant Secretary.

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School for Young Ladies. Misses Marshall, 250 West 38th.  
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School for Young Ladies. Mile. Rosten, No. 1 East 41st.  
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Clinton Hill School. Elizabeth. Mr. Young.

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City of Brooklyn bonds 7s. 100,000	116,000 00
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Town of Shawangunk, N. Y., 7s. 6,000	5,700 00
Bonds and mortgages, 7 per cent	2,397,567 00
Demand loans on United States Government and New York City bonds	169,300 00
Real estate, banking-house	243,364 71
Other real estate	86,414 59
Cash on hand and deposited in bank	418,707 33
Accrued interest	47,973 45
	\$6,445,690 33

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do. inter-	
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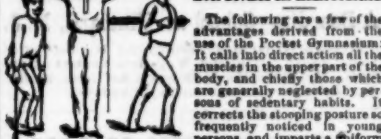
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